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Career & Technology Studies

Learning Facilitator's Manual

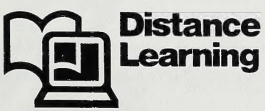
Meetings and Conferences TOU 205

Distance Learning

Alberta Education

Meetings and Conferences
(TOU 205)

LEARNING FACILITATOR'S MANUAL



Alberta
EDUCATION

NOTE: This Meetings and Conferences Learning Facilitator's Manual contains the Final Test and answers to the Final Test and to the teacher-assessed assignments; therefore, teachers should at all times keep it secure against unauthorized student access. The Final Test should be accessible to students only in supervised situations.

Tourism Studies 205
Meetings and Conferences
Learning Facilitator's Manual
Alberta Distance Learning Centre
ISBN 0-7741-1292-1

This document is intended for	
Students	
Teachers (Tourism Studies 205)	✓
Administrators	
Parents	
General Public	
Other	

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your Learning Facilitator's Manual so that it accurately reflects any necessary revisions we have had to make in the Student Module Booklet, Assignment Booklet, or the sample Final Test. The types of revisions that will be made are those that make the module more accurate, more current, or more effective.

ADLC will send you the **latest enhancements** or **minor upgrades** for your Learning Facilitator's Manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta T7N 1P4, Attention: Instructional Design and Development.

ADLC Learning Facilitator's Manual
Registration Card

First Name _____ Surname _____

School Name _____ School Phone Number _____

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City _____ Postal Code _____

Course Title _____ Approximate Date of Purchase _____

You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre, free of charge by using the RITE line, and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most Learning Facilitator's Manuals. Please take a moment to fill it out.

We look forward to hearing from you!

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Introduction

A survey of these course materials will confirm that this learning package has been specially designed for many kinds of teachers working in a variety of situations.

In Which Category Do You Fit?

- ❑ Small Schools Teacher
  - ❑ inexperienced
  - ❑ experienced, but in other subject areas
  - ❑ experienced in teaching Tourism Studies, but wanting to try a different approach
- ❑ Distance Learning Teacher
  - ❑ travelling to schools within the region
  - ❑ using facsimile and teleconferences to teach students within the region
- ❑ Large Schools Teacher
  - ❑ inexperienced
  - ❑ experienced in teaching Tourism Studies, but wanting to try a different approach

Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers, regardless of the situation.

Advantages for Students

Materials

- incorporate a strong learner-centred philosophy
- promote such qualities in the learner as autonomy, independence, and flexibility
- are developed through media that suit the needs and circumstances of the learner
- reflect the experiential background of Alberta students
- provide opportunities by overcoming barriers that result from geographical location
- promote individualized learning, allowing learners to work at their own pace

Advantages for Teachers

Materials

- allow teachers maximum teaching time and minimize preparation time
- include different routes through the materials to suit different learners
- incorporate a wide range of teaching strategies, in particular those using independent and individual learning
- deliver curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provide learning materials that are upwardly compatible with advanced educational technology

Does this learning package sound like something you could use?

This Learning Facilitator's Manual begins with an overview of the current Career and Technology program. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Tourism Studies when their training is in other subject areas. This brief description is not meant to replace the Alberta Education Guide to Standards and Implementation, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this learning package and determine how they might want to use it in their classrooms.

Beyond the introduction, the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The Student Module Booklets, Assignment Booklets, and LFMs are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.

Overview of Career and Technology Studies

Program Philosophy

Career and Technology Studies offers all students important learning opportunities. Regardless of the particular area of study chosen, students in CTS will

- develop skills that they can apply in their daily lives now and in the future
- refine career-planning skills
- develop technology-related skills
- enhance employability skills
- apply and reinforce learnings developed in other subject areas

In CTS, students build skills they can apply in their everyday lives. For example, in the CTS program, particularly at the introductory levels, students have the opportunity to improve their ability to make sound consumer decisions and to appreciate environmental and safety precautions.

The integration of careers throughout the CTS program helps students make effective career decisions and target their efforts. Students in CTS will have the opportunity to broaden their knowledge about careers, occupations, and job opportunities and the training requirements involved. As well, they will recognize the need for life-long learning.

Students in CTS will have the opportunity to use and apply technology and systems effectively and efficiently, which involves

- a decision regarding which processes and procedures best suit the task at hand
- the appropriate selection and skilled use of the tools or resources that are available
- an assessment and management of the impact that the use of the technology may have on themselves, on others, and on the environment

Overview of the Tourism Studies Strand

Strand Rationale

Tourism is a series of human interactions. Travellers who become tourists may have different purposes for moving between locations, including visiting family and friends, attending a business meeting and enjoying leisure activities. Learning and participating in tourism activities helps people to develop an appreciation for the world and its people. It has been said that tourism is the industry of peace; tourism promotes an understanding, acceptance, and appreciation of others.

Tourism is one of Alberta's fastest-growing industries. As the third-largest industry in Alberta, tourism employs 100 000 people and generates $2.5 billion in revenues. By the year 2000, tourism is expected to rise to one of the top revenue generators in the province.

Tourism is a sustainable industry. It encompasses business, organizations, labour, and government agencies that totally or in part provide the means of transportation, goods, services, accommodation and other facilities, programs, and resources. Effective communication skills, an ability to anticipate and satisfy guest needs, and a professional appearance and behaviour are basic needs in whatever career paths students choose. Tourism Studies can provide relevant, practical situations for students to develop and demonstrate these important skills.

Tourism Studies provides students with a broad awareness of the economic, social, and envionmental impact of tourism in the province of Alberta. Students will develop an understanding of the present and potential economic contributions of tourism in the context of their community, Alberta, Canada, and the world. However, the impact of tourism can destroy the physical and cultural resources that are the heart of the industry.

Creative and responsible decisions made at the local level can translate into social, cultural, and economic benefits for the entire commuinity. As future emoployees, business owners, and citizens, students will benefit from a better understanding of the importance and implications of tourism development and activities.

Tourism Studies provides the opportunity for students to link concrete and psychomotor learning to abstract, cognitive levels of learning. By developing basic and career-specific knowledge, skills and attitudes, students will have the flexibility to adapt to a variety of situations.

Within the philosophy of Career and Technology Studies, students in Tourism Studies will

- demonstrate an appreciation for Alberta's cultural and environmental heritage and the importance of protecting and preserving it for future generations
- explain the development of the tourism industry in Alberta and its impact on the province's present and future economic, social, and envionmental well-being
- demonstrate pride in the local community and in Alberta by studying, promoting, and participating in tourism activities
- describe the importance of tourism activities for promoting greater understanding and respect for cultures and individual differences
- exhibit the knowledge, skills, and attitudes of quality guest service and hospitality that are applicable to personal, community, and career roles
- use organizational and resource-management skills applicable to personal and career roles by planning and facilitating real or simulated tourism events in the shcool and community
- demonstrate individual responsiblity, self-management, and self-esteem through a variety of practical, relevant learning activities

- use creative-thinking skills including problem solving, decision making, idea generation, synthesis, and outcome prediction
- access, interpret, and evaluate tourism information and communicate this information using a variety of methods
- use interpersonal skills, including teamwork and leadership abilities, through a wide range of group and class activities both of practical application in the tourism industry and of more general social and citizenship value
- demonstrate knowledge and understanding of the scope of occupations and career paths in the tourism industry and of industry standards

Strand Organization

Themes

Modules in Tourism Studies have been grouped into five themes that represent sectors of the tourism industry:

- Nature of the Industry
- Food
- Accommodation
- Travel
- Attractions

The Nature of the Industry theme provides students with essential background information about tourism. One module, Quality Guest Service, offers certification opportunities.

The Food theme contains modules related to the food-and-beverage sector of the tourism industry, essentially dealing with "front of the house" or service activities in food establishments.

The Accommodation theme contains modules related to the accommodation sector of the tourism industry, which ranges from five-star hotels to bed-and-breakfast and campground operations.

The Travel theme includes the retail travel sector, travel information services, and tourism geography.

The Attractions theme encompasses natural attractions (for example, mountains, lakes, and parks), human-made attractions (festivals, museums, and theme parks) and recreation areas.

Concepts/Levels

As with other CTS curricula, the Tourism Studies curriculum is organized into three levels of learning: introductory, intermediate, and advanced.

Each level of Tourism Studies has major concepts on which modules have been developed. The concepts developed at the introductory level are

- the organizational structure of the tourism industry
- local and regional tourism attractions and ventures
- the appreciation and preservation of the environment
- the appreciation of cultural diversity
- quality guest service
- the ensuring of safety and security of the guest
- career opportunities

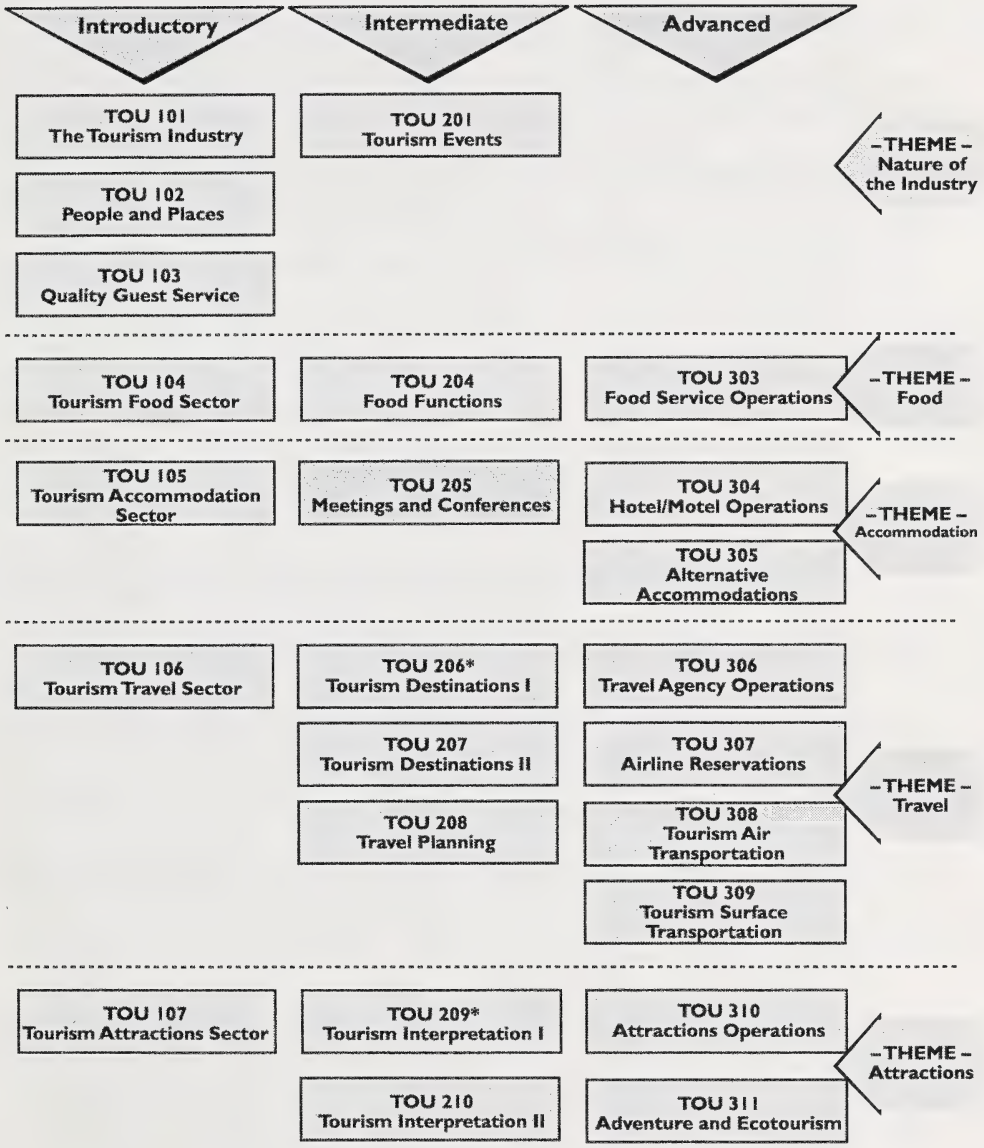
The concepts developed at the intermediate level are

- the planning, organizing, and facilitating of tourism events
- the management of resources
- the development of research skills
- participation as a team member
- skills in presentation and communication

The concepts developed at the advanced level are

- basic business and promotion in tourism
- the designing of service standards and strategies
- the creation for marketing and venture plans
- employment and business opportunities and entrepreneurship
- the creation of tourism development plans

The Tourism Studies Strand



* TOU 206 is a prerequisite to TOU 207
* TOU 209 is a prerequisite to TOU 210

Module Descriptions

TOU 101: The Tourism Industry

Students analyse the organizational structure of the tourism industry at local and provincial levels, and investigate employment opportunities in tourism.

TOU 102: People and Places

Students design strategies for maintaining and enhancing the well-being of tourists, including individuals and groups such as families, and for preserving the cultural and environmental heritage of a tourism area.

TOU 103: Quality Guest Service

Students demonstrate the knowledge, skills, and attitudes of quality guest service including hospitality, effective communication, and workplace safety.

TOU 104: Tourism Food Sector

Students evaluate food service establishments, explain basic food-handling principles, demonstrate satisfactory skills of food service, and adapt service standards to meet the needs of guests.

TOU 105: Tourism Accommodation Sector

Students research accommodation options available, discuss basic principles of the accommodations industry, and develop service strategies for handling individual guest requirements.

TOU 106: Tourism Travel Sector

Students research a variety of travel services, demonstrate basic travel information and promotion skills, and investigate career opportunities in providing travel information.

TOU 107: Tourism Attractions Sector

Students analyse and compare the natural, cultural, and recreation attractions available in Alberta, develop strategies to maintain the well-being of guests, and investigate employment opportunities in these areas.

TOU 201: Tourism Events

Students plan, organize, facilitate, and evaluate a tourism event in the school or community.

TOU 204: Food Functions

Students learn the knowledge and skills of serving food for a food function that they have planned to meet the needs of a client.

TOU 205: Meetings and Conferences

Students learn to develop a meeting plan, to facilitate, and evaluate the success of the meeting plan, and to investigate opportunities in meeting and convention planning.

TOU 206: Tourism Destinations I

Students demonstrate knowledge of world tourism geography by presenting travel information about North America and at least one other world region.

TOU 207: Tourism Destinations II

Students demonstrate knowledge of world tourism geography by presenting travel information about at least four major tourism regions of the world.

TOU 208: Travel Planning

Students create and evaluate an Alberta tour package and an international travel package including itinerary, tour and attractions information, and traveller information.

TOU 209: Tourism Interpretation I

Students evaluate the different types of interpretation media and demonstrate the basic skills of an information attendant by conducting an interpretation program for a tourism activity.

TOU 210: Tourism Interpretation II

Students create, implement, and evaluate interpretation programs for both conducted and non-conducted activities, and demonstrate the skills of an effective leader in a conducted activity.

TOU 303: Food Service Operations

Students relate trends and issues in food service to industry activity, design food service strategies, and present a marketing or venture plan for a food service business.

TOU 304: Hotel/Motel Operations

Students demonstrate correct check-in and check-out procedures, and research the organization of a large hotel, analyse marketing strategies, and present a marketing plan for a hotel department.

TOU 305: Alternative Accommodations

Students research and discuss issues related to alternative accommodations, develop a service strategy and standards, and present a venture or marketing plan for an alternative accommodation business.

TOU 306: Travel Agency Operations

Students research the operation of a travel agency and the role and work activities of a travel agent, and present a marketing or venture plan for a travel agency.

TOU 307: Airline Reservations

Students processes travel reservations using a computer reservation system, develop an itinerary and provide the traveller with information related to the itinerary/destination.

TOU 308: Tourism Air Transportation

Students research and report on the organization and operation of a major airline, and present a marketing plan for an airline.

TOU 309: Tourism Surface Transportation

Students research the business operations and career opportunities of rail, motor coach, auto, and cruise industries and present a variety of marketing strategies for a transportation industry.

TOU 310: Attractions Operations

Students analyse the economic, social, cultural, and environmental impact of attractions operations, and present a marketing or venture plan for an attractions development.

TOU 311: Adventure and Ecotourism

Students analyse the economic, social, and environmental factors that influence the development plan for an adventure or ecotourism venture, and compare managment issues for different types of recreation areas.

Planning for Instruction

CTS provides increased opportunity for junior and senior high schools to design courses based on the needs and interests of their students and the circumstances within the school and community. Some strands may be appropriately introduced at the junior high school level. Other strands are more appropriately introduced at the senior high school level.

Planning for CTS

Defining Courses

Each module was designed for approximately seventeen to twenty-five hours of instruction. However, this time frame is only a guideline to facilitate planning. The CTS curricula are competency based, and the student may take more or less time to gain the designated competencies within each module.

A course will usually consist of modules primarily from the same strand but, where appropriate, may include modules from two or more strands.

Module selection and sequencing must consider the module parameters, which define

- prerequisites and corequisites (entry-level competencies)
- instructional qualifications, if specialized
- equipment and facility requirements, if specialized

Degree of Flexibility

The CTS program, while designed using the modular structure to facilitate flexible timetabling and instructional delivery, does not mandate the degree of flexibility a school or teacher will offer. The teacher and school will determine the degree of flexibility available to the student. Within the instructional plan established by the school, the student may

- be given the opportunity to progress at a rate that is personally challenging
- have increased opportunity to select modules that develop competencies he or she finds most relevant

Basic Competencies

Career and Technology strands were designed to stand alone, or to be integrated with other strands for a customized course of studies to meet student needs. Eight basic competencies, identified by the following icons, are developed in each strand, though not necessarily in each module.

Careers: Identify appropriate career linkages within the strand being studied.

Communication: Effectively present concise written, visual, and oral communications.

Ethics: Identify and demonstrate appropriate ethical behaviour, consider risks, and process and assess choices.

Innovation: Recognize opportunities/problems, consider risks, and process and assess choices.

Risk Management: Recognize and follow personal and environmental safety procedures.

Task Management: Demonstrate an ability to locate and use resources and to use time effectively.

Teamwork: Work towards goals cooperatively, collaboratively, or independently and acknowledge the opinions of others.

Technology: Effectively use technology when required.

These icons will indicate to both students and facilitators that a basic competency has been identified in the activity offered to the students. For a fuller description of the basic competencies, refer to the CTS Guide to Standards and Implementation.

Structure of the Learning Package

Basic Design

This learning package involves many other components in addition to this Learning Facilitator's Manual. This module includes at least two print components: a Student Module Booklet and an Assignment Booklet.

Student Module Booklet

The Student Module Booklet contains guided activities that instruct students in a relevant, realistic setting. Within the framework of Career and Technology Studies, one module equals one credit.

This booklet has been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. The writer has incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques are used to cater to individual learning styles and preferences. The booklet has been designed to include a variety of pathways and options because it is intended for a broad range of use within and beyond Alberta.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Module Summary
Appendix

The structure of the Student Module Booklet follows a systematic design. The booklet begins with a detailed table of contents that shows the students all of the main steps; this page acts as an organizer for students. The Module Overview introduces the module topic or theme and includes a graphic representation to help visual learners and poor readers. This introduction also includes an evaluation statement, so students are informed of the weightings of each assignment.

The body of the Student Module Booklet is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme. The activities may include print, audio, video, computer, or Internet involvement. Computer and Internet activities are optional. At times, the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Each section also includes other activities such as the Extra Help and Enrichment as optional pathways. This flexibility caters to each student's personal situation.

Following the last section is a modular summary that focuses on the skills and strategies that the student has learned. The Student Module Booklet ends with an Appendix that includes a Glossary and Suggested Answers for the self-assessment work.

Assignment Booklet

Accompanying each Student Module Booklet is an Assignment Booklet. The activities in the Assignment Booklets can be used for both formative and summative assessments. Students should complete these assignments when they have thoroughly reviewed the other module materials. You may decide to have students submit their work as soon as they have completed each sectional assignment or you may choose to let students complete all the sectional assignments within the module before evaluating their work. The Assignment Booklets have been designed for both in-classroom use and for distance learning. **If the Assignment Booklets are not being mailed, remove the green outside mailing covers before distributing the booklets to students.**

Media

INTERNET

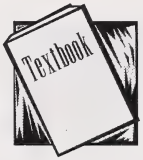
VIDEOCASSETTE

Internet references are found throughout the module; exploring those references, however, is optional for students. In most cases, students are given suggested topics that they may explore through the Internet's search engines. In rare cases, students might be given a specific Uniform Resource Location (URL), but they should be aware that these addresses are subject to change.

Updated information about the Alberta Distance Learning Centre and this module and others can be found by starting at the Alberta Distance Learning Centre's home page at **http://ednet. edc. gov. ab. ca/level3/adlc/300/adlchome.html** or by going straight to the ADLC Courses page at **http://ednet. edc. gov.ab.ca/level3/adlc/400/courses.html**.

There are also activities in this module that require students to view videos. In some cases, the use of these videos is mandatory. These mandatory videos are listed on the following pages. It is important that you acquire these videos so students have access to them when needed. Optional videos are also mentioned at various points in the module. A list of the optional videos is also included on the following pages. More information about the videos appears later in this manual.

Textbooks and Reference Books



The textbook for TOU 205 is *Tourism and Travel: Focus Canada*, fourth edition, written by Veronica Timmons and published by Getaway Publications Inc., Vancouver. A discussion of useful references will be given later in this Learning Facilitator's Manual.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
		• LFM for TOU 205 • one Student Module Booklet and one Assignment Booklet for each student • There is a Final Test.

Videocassettes or laser videodiscs used in the course may be available from the Learning Resources Distributing Centre or ACCESS. You may also wish to call your regional library service for more information.

Optional Components

Equipment (Hardware)	Media	Materials
• videocassette player • computer	• optional videos: – *Joining Alberta's Best* – *Hospitality Sales: Making the Sales Call* • the Internet	

Contacts

Following is a list of organizations that may provide help and/or resources for the learning facilitator.

Professional Associations/Organizations

- The Alberta Tourism Education Council (ATEC)
  12th floor, 9940—106 Street
  Edmonton, Alberta
  T5K 2N2
  (403) 422-0781

- The Alberta Tourism Partnership
  750, 999—8 Street SW
  Calgary, Alberta
  T2R 1J5
  (403) 297-2700

OR

- 705, 10045—111 Street
  Edmonton, Alberta
  T5K 2M5
  (403) 422-8541

Other Contacts

- Business Outreach
  Grant MacEwan Community College
  City Centre Campus
  C138H, 10700—104 Avenue
  Edmonton, Alberta
  T5J 4S2
  (403) 497-5281

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each module, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual's needs. But these past efforts often failed because of lack of time and lack of quality materials that conformed to Alberta specifications.

Owing to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. Media and a well-designed learning package, however, can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

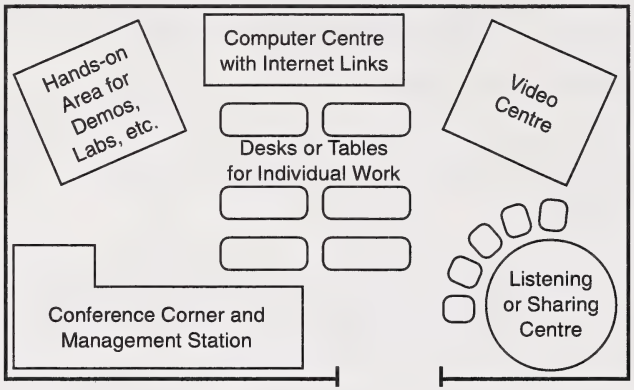
The key to a successful open learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open learning system runs smoothly.

The Key to a Successful Open Learning System

Learning Package

The specially designed learning package needed for a successful open learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all of the components in the learning package available to students as needed.

If you are able to acquire media and appropriate hardware to meet your class needs, media centres can be established.


Hands-on Area for Demos, Labs, etc.
Computer Centre with Internet Links
Video Centre
Desks or Tables for Individual Work
Listening or Sharing Centre
Conference Corner and Management Station

You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

CTS Centre

Since many of the strands in Career and Technology Studies overlap and complement one another, consideration should be given to establishing a CTS Resource Centre. One or two copies of each resource could be established in this central area for the use of all CTS students.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the Student Module Booklet. Students have solutions, models, explanations, and guides included in the Appendix of every booklet. These aids are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may need to offer more support and personal guidance to those students having difficulty. The activities include choices and pathways. If a student is struggling, you may need to encourage that student to work on all of the choices rather than on only one. This would provide additional instruction and practice in a variety of ways.

You may also have to reinforce the need for students to do the sectional activities carefully and thoroughly before attempting the assignments in the Assignment Booklet.

Another form of support is routine contact with each individual. This contact might be achieved with a biweekly conference scheduled by you; or, as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This teaching might involve small groups or a large group. It might be used to take advantage of something timely (e.g., current legal cases; international events or situations, such as terrorist activity, that affect the tourism industry), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open learning system is essential to the success of the program. Leadership and promotion of the system are essential. The following areas also need action to ensure that the system runs smoothly:

- Scheduling, Distributing, and Managing Resources—As discussed earlier, in order to do these tasks efficiently you may need to develop media centres or a system for students to reserve the necessary resources.

- Scheduling Students—Students and teachers should work together to establish goals, module completion timelines, and daily timelines. Although students may want to study for long periods of time (e.g., all morning), learning facilitators should discourage this practice. Concentration, retention, and motivation are improved by taking scheduled breaks.

- Monitoring Student Progress—You will need to record the date that each student completes each module. Your data might also include the projected date of completion if you are using a student-contract approach.

Sample of a Student Progress Chart

TOU 205		Section 1	Section 2	Section 3	Final Test
Billy Adams	P				
	A				
Louise Despins	P				
	A				
Violet Klaissian	P				
	A				
P = Projected Completion Date A = Actual Completion Date					

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments—You will need to record the marks awarded to each student for work completed in the module Assignment Booklet. The mark from this Assignment Booklet will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

TOU 205	Section 1	Section 2	Section 3	Average of Assignments	Other	Final Test	Final Mark
Billy Adams	67	65	54	62			
Louise Despins	63	50	54	56			
Violet Klaissian	65	65	66	65			

Letter grading could easily be substituted.

- Recording Effectiveness of System—Keep ongoing records of how the system is working. This data will help you in future planning.

Sample of a System Assessment Chart

TOU 205			
Date	Student Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach, it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student centred, not teacher centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. In order to identify strengths and weaknesses, both students and teachers need to gather and analyse information and make decisions.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Informal Evaluation

Observation

In the classroom, the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despins	V. Klaissian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar, designated at certain points in the module, or they may be set up only as needed or requested.

During these conferences, the teacher can determine the student's progress and can assess the student's attitudes towards the subject, program, school, and self, as well as the student's relationship with other students. With guided questions, the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude towards these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, learning facilitators will help students develop a positive attitude towards their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, to have a peer assess other activities, and to become directly involved in assessing the remainder of the activities.

When the modular activities have been assessed, students should be directed to make corrections. This task should be made clear to students right from the beginning. It is important to establish the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for students. If students are having difficulty, more practice may be warranted, and students may need to be encouraged to select more of the choices.

Each section within a Student Module Booklet includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize the material to help you remember it?
- What steps do you follow when you complete an assignment?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

Assignments

This module contains a separate booklet called the Assignment Booklet. This booklet is an informal evaluation tool for assessing the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the Assignment Booklet; however, you may decide to establish a value for other variables, such as attitude or effort. You may also decide to use a final test or final project to make up part of the final mark.** It is important that you establish at the beginning of the module those outcomes that will be evaluated, and ensure that all students clearly understand what is expected.

Performance Test Items

Written assessments or tests work well for evaluating cognitive and some affective behaviours. But if the desired outcome involves competent learning of a psychomotor behaviour—or, as it is sometimes called, performance learning—the appropriate assessment tool is a performance test. These tools can be used informally to assess students on an ongoing basis or, formally, to assess achievement.

A performance test generally means that an evaluator observes the student performing a task or series of tasks. The evaluation is based on how well the student performs. Some observations need to be made "unobtrusively," such as observing whether a waitress or waiter greets customers pleasantly; whereas other measures, such as a test in changing oil in a vehicle, need not be unobtrusive, as it does no damage to the validity of the test for the learner to know he or she is being tested. The evaluator may also need to assess the product of a performance, or may need to assess both the process and the product.

Performance items should be based on an instructional task analysis and the behaviour being tested must be observable. In many cases, performance testing involves more than just an instructor and a student. As a teacher/educator, the instructor is responsible for establishing the course objectives and the test items, but this instructor may not be the person performing the assessment or evaluation. The evaluator may, in fact, be the on-site expert such as the mechanic or the plumber, or it may be an objective, third person, such as another mechanic or another plumber. So the instructor must create directions for the evaluator as well as guidelines for the student.

Performance Testing Requires a Team Approach—and Good Planning

You need the expertise of the instructor assisted by a testing specialist and content specialist ...

an evaluator ...

the student ...

and appropriate props, equipment, and materials.

Each performance item should contain the following:

- a list of tools, equipment, materials, and resources needed to perform the task
- instructions for setting up the test
- instructions for the test administrator/instructor
- instructions for the evaluator
- instructions for students
- a checklist indicating process steps and/or product standards (or both) that the student must meet
- checklist items, as appropriate, to evaluate attitude, employability skills, safety precautions, sanitation procedures, etc.

Usually a worksheet is created by the instructor for the evaluator and the students. Following is a sample template of such a worksheet that instructors can adapt to meet their needs.

SAMPLE PERFORMANCE ITEM WORKSHEET **page 1**

Course: _____ **Date:** _____

Evaluator: _____ **Student:** _____

Performance Objective: _____

	Equipment	Supplies	Materials/Props
Required Components			

Directions to the Evaluator
Review the list of required equipment, supplies, and materials/props and have them set up in the area where the testing will take place.

The student is to ***(instructor repeats or paraphrases the objective here)***. You are to use the Scoring Checklist to rate the student's performance as either acceptable or unacceptable. All items must be performed acceptably for the student to attain this objective. Give the student a copy of the Directions to the Student, the Scoring Checklist, and ***(instructor lists any other specifications or instructions needed for the student to achieve the objective)***. You are to allow five minutes for the student to perform the task. Retrieve the Scoring Checklist before the student begins the task. Allow a maximum of ***thirty (instructor inserts the appropriate task time)*** minutes for the student to complete this task.

Directions to the Student
Your task is to ***(instructor paraphrases the objective in easy-to-understand language)***. ***(Instructor includes any special instructions not on a special sheet)***. Take five minutes to look over the requirements and to prepare yourself for the task. Remember that all the items on the Scoring Checklist must be marked "A" for *acceptable* by the evaluator for you to accomplish this task. You will have ***thirty (instructor includes the appropriate number)*** minutes to complete the task.

Scoring Checklist

Culinary Arts: Prepare Popovers

Process Criteria	**A**	**NA**
1. Got the recipe for popovers from the instructor. Read the recipe; then made the necessary adjustments (for quantity, availability of ingredients, etc.).	___	___
2. Washed hands.	___	___
3. Preheated the oven to the temperature specified in the recipe.	___	___
4. Organized the work area. Assembled the ingredients, tools, and utensils near the oven.	___	___
5. Measured and weighed the ingredients.	___	___
6. Lightly greased deep muffin pans or custard cups.	___	___
7. Sifted the dry ingredients together.	___	___
8. Beat the eggs and liquid together.	___	___
9. Added the liquid mixture to the flour mixture. Mixed the batter until it was smooth. Used standard safety precautions when operating the mixer.	___	___
10. Poured the batter into muffin pans or custard cups. Filled the cups halfway. Was careful not to pour too much or too little batter into the cups.	___	___
11. Baked until the popovers were puffed up and brown (20–30 minutes). Did not open the oven door during baking.	___	___
12. Lowered the oven temperature as directed in the recipe and continued baking 15 minutes longer.	___	___
13. Removed the pan from the oven. Served the popovers hot. Used standard safety precautions when working with hot surfaces.	___	___
14. Cleaned and sanitized the work area, utensils, and equipment.	___	___
15. Followed all safety precautions. (List details here.)	___	___
Product Criteria	**A**	**NA**
1. The popovers were large and well puffed.	___	___
2. The shells were golden brown and crisp.	___	___
3. The walls were thin and slightly moist inside.	___	___
4. The insides were hollow.	___	___

Comments About Performance Checklists

As the previous sample shows, a performance checklist is a list of process steps or product standards used to evaluate the process and the resulting product. In most cases, a performance checklist has a simple two-part scale—one headed *acceptable* (or A) and the other *not acceptable* (or NA); or *correct/ incorrect.* However, some tasks require a multilevel scale that indicates several degrees of quality or levels of performance. These performance items are designed to be used like the performance checklists described above. The difference lies in the use of a multilevel evaluation scale. Either a numerical scale or descriptive scale may be used. A *numerical scale* generally contains from five to nine points, with 1 being unacceptable and the highest number being superior. This scale may be used to rate an individual's ability to perform a set procedure. A *descriptive scale* is made up of four or five words that indicate levels of performance, such as unacceptable, acceptable, good, excellent, superior.

The design of the performance checklist will further vary depending on whether the task to be observed will or will not result in a tangible product. In some situations the process alone is judged; while in the other situations, the tangible product is judged. In a third—and quite common—variation, both process and product are evaluated.

To develop process checklists for evaluating performance tasks with no tangible product, use the following guidelines.

- Include all important steps in the performance checklist. Base the steps on the requirements of performing the task on the job.
- Sequence the steps in the order in which they should be performed.
- State each step briefly, clearly, and objectively. Avoid value-laden words or phrases that might encourage subjective judgements (e.g., *effective*, *appropriate*, *clearly*, *adequately*, *done well*).

Example

Poor: Preheated the oven to the appropriate temperature.

Better: Preheated the oven to the temperature specified in the recipe.

- Ask yourself this question: Would more than one qualified tester observing the same performance give it the same evaluation, using this checklist?

To develop product checklists for evaluating performance tasks with a resulting tangible product, use the following guidelines.

- Base the checklist on evaluating appropriate aspects of the final product—its appearance, whether it works, whether it tastes right, whether it holds together, and so on.
- Evaluate all important aspects or parts of the product.
- Sequence the checklist in a way that facilitates assessment of the product.
- Ask yourself the following question: Would more than one qualified examiner using this checklist evaluate the same product the same way?

Formal Evaluation

This LFM includes a formal Final Test that can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the Student Module Booklet, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included. The values of the Final Test and module are the decision of the classroom teacher.

Assessment Tools

A variety of assessment tools are being developed for each strand of the CTS program. For more particulars, refer to the latest copy of the Guide to Standards and Implementation.

Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be repeated with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the student and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude towards learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. Those skills are as follows:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols
- understanding and using different forms of media

Other general skills follow: using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total-class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure students that these materials have been designed for easy reading. The authors have employed special strategies to reduce and control the reading level. Some of them are as follows:

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts
- the recognition that vocabulary and concepts are basic to understanding the content and, thus, must be handled systematically (defined in context, signalled in marginal notes or footnotes, and cited in a glossary)

- the acknowledgement that background knowledge and experience play a vital role in comprehension

- the systematic inclusion of illustrations, videos, audiocassettes, and software to help poorer readers and visual learners

- a use of a variety of formats (paragraphs, lists, charts, etc.) to help struggling readers who do not absorb or retain main ideas easily in paragraph format

- the inclusion of media and activity choices to encourage an active rather than passive approach

- the development of instruction in a meaningful setting rather than in a contrived, workbook style

- the use of purposeful reading, viewing, and doing to produce better interpretation of the course materials

- the recognition that students need structured learning experiences when reading, viewing, or listening to instructional materials; and the acknowledgement that the recognized reading process provides such a structured framework by emphasizing the following phases: developing pupil readiness, determining the purpose, providing guided instruction and feedback, ensuring opportunity to reread or review if necessary, and including enrichment or extensions

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You will need this solid understanding in order to link the content to the students' experiential base. This linking may be done through class brainstorming sessions concerning the topic or by using visuals and guided questions to predict what the module might be about. Such a strategy helps poorer readers strengthen their abilities to be able to predict new vocabulary.

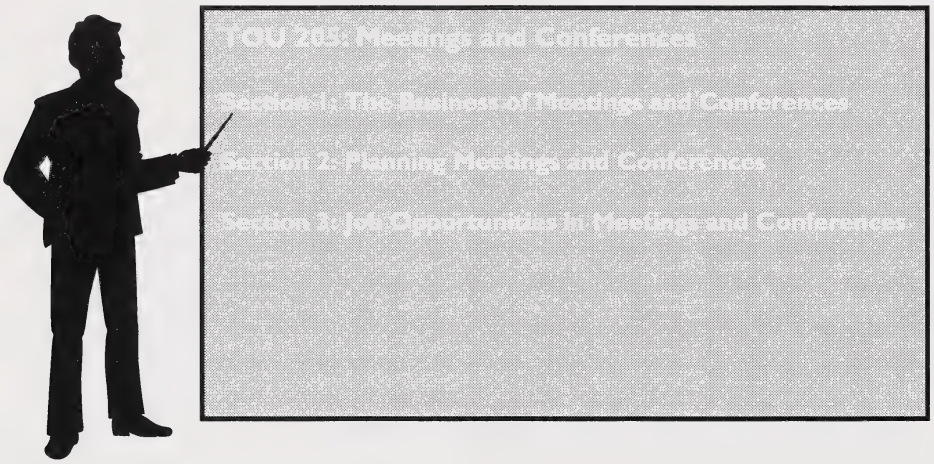
Note that when this module was being produced, Alberta Education's Curriculum Standards Branch was still working out the final details of the Tourism Studies curriculum. Refer to the most recent edition of the CTS Guide to Standards and Implementation for any changes to TOU 205.

Meetings and Conferences (TOU 205)

Overview

Tourism Studies 205—Meetings and Conferences—is designed to introduce students to aspects of the events-and-conferences sector of the tourism industry. The module will take students through the various aspects of developing a meeting plan—selecting a site, assessing resources, developing an agenda, creating a simple marketing plan, and so on. Students will also learn how to evaluate their plans. Finally, the module will help students investigate career opportunites in the business of meeting and convention planning.

Note that the Section 2 Assignment expects that students will assist with planning, staging, and evaluating an actual meeting. Arrangements for this will have to be made early in the module.


TOU 205: Meetings and Conferences
Section 1: The Business of Meetings and Conferences
Section 2: Planning Meetings and Conferences
Section 3: Job Opportunities in Meetings and Conferences

Evaluation

The evaluation of this module will be based on three assignments and a final test. The assignments will be weighted as follows:

Section 1 Assignment	**30 marks**
Section 2 Assignment	**40 marks**
Section 3 Assignment	**30 marks**
TOTAL	**100 marks**

Texts

- *Tourism and Travel: Focus Canada*, fourth edition, by Veronica Timmons (Getaway Publications Inc., Vancouver)

Media

- *Joining Alberta's Best* (Section 3: Enrichment)
- *Hospitality Sales: Making the Sales Call* (Section 3—L.F.M. suggestion only)

It would be helpful to build a resource centre for your Tourism Studies courses. Here are a few items that would probably prove useful for TOU 205.

- the Teacher Resource Manual for the text *Tourism and Travel: Focus Canada*
- *The Complete Guide for the Meeting Planner* by David R. Jedrziewski (South-Western Publishing Co., Cincinnati, Ohio)
- *The Complete Guide for the Meeting Planner: Instructor's Manual* by David R. Jedrziewski (South-Western Publishing Co., Cincinnati, Ohio)
- *The Student's Travel Map: A Guide to Tourism Careers, Education, and Training* (the Canadian Tourism Human Resource Council and the Pacific Rim Institute of Tourism)
- *The Yellow Brick Road: Your Career in Hospitality and Tourism* (Kostuch Publications, Toronto)
- *Tourism: Joining Alberta's Best—Resource Kit* (the Alberta Tourism Education Council and the Tourism Industry Association of Alberta)
- *Passport: An Introduction to the Travel and Tourism Industry*, Canadian Edition, by David W. Howell and Robert A. Ellison (Nelson Canada)
- any guides to planning a meeting or event you can get hold of (A good example would be Alberta Agriculture's publication *A Working Guide to Planning an Event*.)
- any relevent pamphlets and brochures you can pick up from such places as travel agencies, your local Chamber of Commerce, and local motels and other businesses in your area that cater to tourists

Note: Some of the suggested media and print material may not be authorized by Alberta Education. Teachers should use their discretion regarding the use of these resources in their classrooms.

Section 1: The Business of Meetings and Conferences

Key Concepts

- the eight sectors of the tourism industry
- types of meetings
- groups/organizations that hold meetings
- choosing a meeting site

Section 1 will provide students with introductory information on the meeting and convention business and its importance to the tourism industry. Students will learn to identify different types of meetings and the sorts of organizations that hold them. They'll begin to learn the process of developing a meeting plan by concentrating on an organization's goals and expectations. The emphasis at this stage will be on the selection of a site and facility for a meeting.

Classroom Suggestions

Tourism Studies, like all CTS strands, is designed to offer students some practical career orientation. This module is most likely to achieve this goal if it's approached in a hands-on manner that gets students out into the business community and brings members of that community into the classroom.

For this reason, it would be a good idea to take advantage of every opportunity to bring guest speakers into your classroom and to have your students visit local tourism-related businesses. Almost every community, no matter how small, has people working in some of the tourism sectors; the more you can make use of them the more your students will learn.

Another good idea is to set up a bulletin-board display of tourism-related articles that you and your students bring in from magazines, newspapers, the Internet and so on. Use these articles to help your students keep current and to help them realize how important the tourism industry is.

The events-and-conferences sector is a large and economically important component of the tourism industry. To get this section off to a good start, be sure your students get a clear grasp of the importance of the business of organizing meetings and conferences and that they understand how this business positively affects the economy and creates job opportunities. Following are some techniques you might consider trying in order to accomplish these things.

- Divide your class into groups and have them brainstorm all the benefits of having meetings and conventions in their city or town. The number of people who benefit, after the multiplier effect is taken into account, is great. A few obvious ones are

  – travel agencies
  – airlines
  – hotels/convention centres
  – food-and-beverage businesses
  – retail businesses
  – car rentals, taxis, and other transportation businesses

- If you live in a larger centre, contact the manager of a hotel or convention centre who would be willing to invite your students on a field trip to the facility. Better yet, see if you can arrange for your students to attend an actual planning session for a conference. A first-hand look at what goes on behind the scenes will give your students a better appreciation of what's involved in planning and staging a conference.

- Ask someone with experience in the meeting-and-convention business to speak to your class about a meeting planner's job and responsibilities.

- Divide your students into groups and have each choose a meeting site in their city or town to visit. After they've visited their chosen facilities, get each group to develop a promotional presentation to the class illustrating how that group would market the site to attract customers

Note carefully the last question of Activity 1, which asks students to contact a variety of educational institutions to request information on programs they offer in the meetings-and-conferences field. This question doesn't relate directly to this activity, but it's important that students do this task early in the course so they'll have replies back before they've finished the module. They'll need this information to complete Activity 2 of Section 3. They'll also need it for their Section 3 Assignment.

Section 1: Assignment (30 marks)

This assignment is designed to test most of the material covered in this section—types of meetings, the goals and expectations of groups holding meetings, the job of a conference planner, the considerations to take into account when choosing a site and facility. Students' answers should be quite detailed; a good deal of help has been given them in the question, so look for evidence that they've carefully considered the needs of the teachers and the convention. Look as well for thought, imagination, and flare in selling the location that's been chosen.

Mark according to these criteria:

- content
- style
- organization
- presentation

Section 2: Planning Meetings and Conferences

Key Concepts

- the importance of planning
- the general meeting plan
- using resources
- developing an agenda
- creating a marketing plan
- developing a meeting plan for the organizers
- working out a budget
- creating a means of evaluating the meeting

Section 2 covers most of the basics of planning a meeting or conference (or a related event). It should prepare students for their assignment, in which they'll help plan a small meeting or event of some sort.

Classroom Suggestions

Note that the material offered in this section on the various processes involved in planning a meeting or conference is designed to be very basic. If you have a strong class or a group that shows interest, consider supplementing what's here with material from *The Complete Guide for the Meeting Planner* by David R. Jedrziewski, published by the South-Western Publishing Company of Cincinnati. This publication is designed for actual meeting planners rather than for students, and it contains a wealth of useful, practical information.

Note, too, that you should ensure early in the section that arrangements have been made for the assignment. If you're working with a class, it would probably be a very good idea to have the entire group involved in planning, putting on, and evaluating some sort of meeting or event. As learning facilitator, you'll have to decide how you'd like to arrange this, but it would be wise to make your plans now. You might want to have your students working on this project as they cover the material in Section 2 of the Student Module Booklet.

Section 2: Activity 1

Students can easily relate to planning a party or other special events that interest them. To make meeting and convention planning more interesting, you may wish to use some of these suggestions:

- Have a class discussion, getting the students to consider the importance of planning for any event in which they may be involved. Then use this discussion to impress upon them the importance of planning in the meeting-and-convention business.

- Give the class a list of what to include in a general meeting plan (you may wish to use the analogy of a party to get the ideas flowing):

  - Objectives: What is the purpose of the meeting or event?

  - Theme: What is the focus of the meeting? Maybe the focus for a particular business meeting is an international car show. Then the theme will focus on advertising and exhibits of world-class automobiles. A Halloween dance may have an eerie theme developed by way of spooky decorations and scary music.

  - Audience: How many people are expected to participate?

- Scope of the event: Is the event restricted to certain individuals, or is it open to the public?
- Name of the event: Is there an official name for the event? Examples are "Annual International Car Enthusiasts' Exhibition" or "Amber High's Annual Halloween Dance."
- Date of the event: This seems self-explanatory.
- Group leader: Who will be in charge of the meeting? Is there an organizing committee?
- Group responsibilities: Are there groups responsible for different aspects of the meeting, for example, speakers or refreshments? Do the groups have chairpersons?

Getting the class to think about things systematically will provide them with the necessary preparation for organizing meetings or events of their own.

Section 2: Activity 2

In Activity 2, to help students understand that resources are necessary to help support a meeting, you could set up a class activity such as the following one.

Divide students into groups and give each group a piece of paper listing different information. Here's an example:

Barbecue
Budget ($200.00 available to spend)
Food and Entertainment
Location/Site
Advertising
Equipment needed
Registration/Entrance Fee

Prepare other sheets with different scenarios, listing the type of event, the amount of money in the budget, and the resources students will have to consider. Have each group brainstorm ways to achieve their goals. For example, they'll have to identify their priorities from the allowance they have to spend. They may find that their budget doesn't allow for the extras they wish to include; therefore, they may think about charging a registration or entrance fee for each participant to make extra money, or they could plan a simpler event that will cost less.

When making up the different scenarios, a good idea is to include situations that involve staying overnight and having out-of-town participants so that accommodations and transportation are assessed.

Have each group do its research; once everyone has finished planning and preparing their event, conduct class presentations on each group activity. Encourage positive critiques on each group's planning process and how it can be improved upon even further.

Note: You may prefer to conduct this activity after Activity 6 on working out a budget.

Section 2: Activity 3

Students usually enjoy creating attractive programs or agenda sheets. This is great and should be encouraged (especially with the use of computers, if possible); however, don't let it distract the class from the more important task of working out functional agendas that accommodate the needs of the participants in a meeting.

At this point you might consider arranging a field trip to an actual meeting in the school or community. Have your students take along lists of the steps involved in developing a meeting plan in Activity 1 along with their notes on the resources needed to support a meeting in Activity 2 and the process of creating an agenda or program in Activity 3. Have the students record their findings at the meeting and write a report or presentation. Here are some questions they can keep in mind:

- Did the meeting follow what we have learned in school?
- Was there a theme?
- Were the objectives of the meeting met?
- Were the participants aware of the topics?
- Were they provided with a program or agenda?
- What information did the agenda provide for the participants?

Encourage your students to identify details and draw a sketch of the meeting room and placement of speaker podium, equipment, and participants. Have them include their opinions on whether the meeting went smoothly or if there were problems and why.

This is an activity you might want to repeat later in the section, perhaps after Activity 7.

Section 2: Activity 4

Most students will find this activity fun. Have them make posters or bulletins for various events. You may want to allow them the freedom of creativity by devising their own meeting or event along with its purpose and theme. Encourage the use of computers.

Students who aren't necessarily artistically inclined with drawing or layouts may be good at phrases or slogans. If this is the case with your classroom, you may wish to divide your students into groups.

The purpose of Activity 4 is to show students the value in marketing and advertising. If they learn that prospective participants need to be attracted to an event or meeting and that success is dependent on the creativity and design of the marketing plan, then an important planning objective has been achieved.

Section 2: Activity 5

Activity 5 is designed to help students understand the importance of organization during a meeting or event. As part of a meeting planner's responsibilities, the people who are actually organizing and supplying the service (the hotel or convention staff) need to have an agenda on details such as type of menu desired, meeting-room and guest-room arrangements, equipment set-up, timetable of meal breaks, reception after the meeting, and so on.

Consider having your students plan meetings or events in groups. The meetings could involve things like going on a field trip to the local zoo or museum, visiting a science centre, going to a restaurant, having a skating party, or heading for an amusement park. Have each group develop a meeting plan for those in the group who are conducting the event. The plan for the organizers should include things like the following, as appropriate:

- registration of participants
- site
- food and beverage service
- schedule of events

Have each group decide on a date for their meeting. Then each group will design an information brochure for each student in the class. Depending on your class size, you'll soon be enjoying several outings!

Section 2: Activity 6

Students were briefly introduced to the idea of working with a budget in Activity 2. Activity 6 picks up on this, and develops it further.

The work on budgeting provided in the activity will give your students the basics, but you may wish to take them a bit further. If so, consider trying the activity that follows.

Have your class, together or in groups, pretend they're meeting planners. Hand out a sheet with information on it to each student or group. Here's an example:

"Sports R Great" Convention

Purpose: To discuss the newest winter ski-equipment line. Participants from all the "Sports R Great" stores in Canada will be attending a four-day convention. The owner of the business wants the 150 employees to view the new line of products and listen to speakers describe the products as the participants view slides and videos.

Objectives: Employees must be at one location. The owner wants the meeting to be a combination of business and vacation. He/she would like a resort area that has golf, swimming, and tennis amenities on site.

Theme: Have students decide on the theme. This should be easy.

The location site, transportation, and entertainment are all important for a successful meeting; however, these cannot be properly chosen until the meeting planner has a confirmed budget from the customer. The following shows what the planner has to work with.

Budgeted amount:	$27 000.00
Sponsors:	$20 000.00 (K2 Ski Co., Tyrolla Corporation, and others)
Registration fees:	nil
Entertainment:	included in accommodations
Advertising:	(programs mailed out to each store in Canada) $400.00
Location:	Hawaii
Site:	• Kahala Hilton Hotel—300 guests; 75 rooms@$150.00/night x 3 (double occupancy) = $33 750.00 • meeting room costs and equipment: $6000.00 • food-and-beverage service for meetings: $2700.00
Transportation at location:	(allowance for taxis) $1000.00
Other Expenses:	$5000.00
Total Assets:	$47 000.00
Total Expenses:	$48 850.00
Deficit:	$1850.00

Have your student groups (or individual students) devise a plan to help this company with its deficit. Ask them questions like these:

- How would you get the convention within budget?
- What changes would you recommend to the business owner?

Such an open-ended problem may really stimulate student interest and involvement. As part of their work in researching how to bring the convention plan within budget, the students might use the Internet to find a cheaper hotel, for example. However, then the question of whether other needs will be met by the cheaper hotel will arise.

After completion, get everyone to share their information with the class. Next, have each group prepare and present the budget for their own event. This process should create an appreciation for identifying the importance of itemizing costs and working within a fixed budget. It will also demonstrate the influence a budget sets to the overall planning of meetings and conventions.

Note: Be sure your class understands that the "Budgeting for an Event" form in their Module Booklet is simply a starting point. It will normally be necessary to modify it to suit individual situations.

Section 2: Activity 7

Developing criteria for evaluating a meeting or event and using them to assess the success and/or failure of an event are the last tasks of a planner, but they certainly aren't the least important. It's important to impress upon your students the need for this sort of evaluative activity. Most students simply want to go on to something else when an event is over; evaluation just seems an unnecessary burden.

If you've been able to plan and carry out actual events with your class (or if you've been working with the class on the section assignment), do get your students to create criteria and actually evaluate each event; but be very careful here not to hurt feelings unnecessarily. Impress upon your students that criticism must be constructive and offered in a positive attempt to improve things. Be sure, as well, that students offer concrete suggestions, not just vague criticisms. In other words, "It was boring" just isn't satisfactory. "It would have been more interesting if there had been more hands-on activities for participants" is much better, but actual suggestions as to what some of those activities might have been is better yet.

Section 2: Follow-up Activities

The first Enrichment question is designed to get students involved in a real-life situation. Given that the CTS program has a strong hands-on orientation and, further, because nothing teaches as well as actual experience, do try to have your students do this sort of activity as much as possible. Many students will find it difficult to arrange things on their own, so you'll likely have to be very much involved in setting things up for them, but it should be worth the effort. This Enrichment activity should also help prepare your students for their Section 2 Assignment.

Section 2: Assignment (40 marks)

The hands-on nature of this assignment makes it difficult to grade according to traditional methods, so a good deal of discretion has been left up to the teacher or learning facilitator. Distance learning teachers are at a particular disadvantage because they can't be present to witness how well their students participate actively in the planning, staging, and evaluating of the event; they're pretty well restricted to forming an impression of the students' work from the materials they submit and the confirmation of the person in charge of organizing the event.

By contrast, classroom teachers can usually witness first-hand how well their students contribute to the whole process; so they're in a much better position to form a precise assessment of their students' work. Probably the best thing to do in this situation is to develop a set of criteria appropriate for the event(s) in which your students will be involved and to make these criteria known to the class. These criteria should involve the three areas of planning, facilitating, and evaluating the meeting or event, though stress should be put on the planning process. The teacher should then try as much as possible to be present to see how well their students participate in all three processes.

This, of course, works best when all the students are involved in putting on an event designed and carried out by their class. If your students are helping with other events in the school or commmunity, you should try to recruit the people in charge of those events to help with the evaluation process, remembering, of course, that ultimately the final assessment must be left up to you.

Section 3: Job Opportunities in Meetings and Conferences

Key Concepts

- career path
- job profile
- researching careers
- researching educational programs
- job shadowing
- personal assessment

Section 3 will provide students with the opportunity to research both careers in the area of meetings and conferences and educational opportunities that can help prepare them for such careers. Finally, in Activity 3, students will learn how to assess their own personal skills and aptitudes and how to use this sort of assessment to evaluate their own suitability for jobs within this sector of the tourism industry.

Classroom Suggestions

Note that to complete this section properly students need to have access to a variety of resources. The most important print resources are the following publications (also listed in Section 3: Activity 1 of the Student Module Booklet):

- *Tourism: Joining Alberta's Best—Resource Kit*, produced by the Alberta Tourism Education Council (403) 422-0781 and the Tourism Industry Association of Alberta (403) 266-7450
- *The Yellow Brick Road: Your Career in Hospitality and Tourism*, published by Kostuch Publications, Toronto (416) 923-8888
- *The Student's Travel Map: A Guide to Tourism Careers, Education and Training*, produced by the Canadian Tourism Human Resource Council, Ottawa (613) 231-6949 and the Pacific Rim Institute of Tourism (604) 682-8000

Note, too, that in this section students are instructed to do such things as arrange and conduct interviews, work with information packages from educational institutions, and perhaps undertake a job-shadowing project. They'll likely need a good deal of direction and support with this sort of thing.

Section 3: Activity 1

In this activity, and throughout this section, students should be out in the field as much as they can be. If it's at all possible, they should engage in a job-shadowing project in this activity. This is presented later as an optional Enrichment activity because some students living in remote areas simply might not be able to carry it out, but if it's a possibility for the students of your class, please try to have them do it as a supplement to Activity 1. It will be a wonderful supplement to their research.

If you can set up a job-shadowing project, you'll have to arrange a block of dates and times to organize things effectively. The following pointers should help you do this.

- Students can go in groups, although to be most effective these groups shouldn't exceed two or three. Otherwise, the students just won't be able to assess all the tasks involved in the job they're witnessing.
- It's best if the students carry out their job shadowing individually, though this will mean more organizing for you. This system maximizes what the students can observe and the questions they can discuss with the people they're shadowing, and it decreases pressure on the people who agree to have their jobs shadowed.
- Be sure to contact each person you hope will agree to work with a student well ahead of time and set up convenient times for the project. A sample letter appears below; is can be adapted as you see fit.
- Students should mail individual thank-you letters shortly after their job-shadowing experiences are over to express appreciation on behalf of themselves and the school.

When this project is over, have your students conduct class presentations on their experiences, giving details on what they've learned about the responsibilities of the job, the educational requirements, skills, and personal qualities the job requires, what impressed them most and least, and so on.

Sample Letter Requesting Job-Shadowing Assistance

Name of School
Address
Etc.

Date

Name of business, employee and position
Address:

Dear_____.

The students in my class are learning about the meeting-and-convention sector of the tourism industry. The course provides students with information on such things as the importance of the meeting-and-convention business in the tourism industry and the mutliple responsibilites and challenges that one needs to successfully work in this area.

One of the course's major objectives is to allow students to examine a variety of occupations in the area of planning meetings and conferences. To that end _____ (name of school) is looking for employers who are willing to accommodate individuals or groups (one-to-three students) for a job shadow research opportunity. Because of your commitment to this area of tourism, we would appreciate your willingness to enrich our students' learning experience.

Our students would arrive at a time that is mutually convenient and observe the employee(s) you feel has (or have) the most suitable background in this area. The students are expected to observe and take notes on duties and repsonsibilities, personal qualities and special skills needed for this position. They would also appreciate the chance to ask a few questions about the jobs they observe.

All our students have been instructed on professionalism both in their appearance and their conduct during this job shadowing experience.

If you are interested in helping us or have any questions regarding the above, please contact me at _____ (phone #).

I look forward to hearing from you.

Sincerely,

Name of teacher and school

Your students will likely also need help with the research they've been instructed to do for this activity. Be prepared to give them a good deal of help—especially with the interview component, if they (or you) are able to arrange interviews. It would be a good idea to drill your students in proper interview etiquette and to run interview simulations in class before it's time for the real thing.

Section 3: Activity 2

This activity involves making use of information the students requested back in Section 1. Assuming that your students wrote to different institutions, consider having each of them share the information he or she received with all the other students. This way each student will have a good deal of information with which to do the comparison study in this activity as well as to save for future reference.

It may be a good idea, at this point, to have your students do some Internet research to locate the sites of various postsecondary institutions and learn how to access information about programs they offer.

This activity can also involve a class discussion on the merits of further education and training in the meeting-and-convention business—and in the tourism industry in general. It's important for students to realize the necessity of getting a proper education and of developing an understanding of the importance of lifelong learning if one is to be successful in today's competitive world.

Section 3: Activity 3

Here are two motivational—and informative—activities you might consider to supplement the work in the Student Module Booklet:

- Have your students do some role playing. They can play such parts as a meeting planner, a business client, a site coordinator, and so on and act out a variety of scenarios that might occur in the business of planning meetings and conferences. If these scenarios are well thought out, they can provide students with a feeling for what goes on in the business. This will help tell them whether they think they'd enjoy doing this sort of thing for a living and whether they think they'd be well suited to it professionally.

- Provide your students with different scenarios for both positive and negative experiences that might occur in this business. After each episode, have the class discuss what made for a positive or negative outcome and, in the latter case, how things might have been improved. This should lead to a general discussion and analysis of the importance of such things as good work habits, dependability, commitment, and a pleasant attitude in the business of planning meetings and conferences.

Section 3: Follow-up Activities

When doing question 2 of the Extra Help, you may have trouble locating many ads right off the bat. Encourage your interested students to begin a file for ads, and direct them to appropriate trade journals. Many ads are posted on the Internet; teach your students how to access them.

Consider showing your class the twenty-four-minute videotape *Hospitality Sales: Making the Sales Call*, available with a membership from Business Outreach, Grant MacEwan Community College in Edmonton: (403) 497-5281. This up-to-date video, produced by the Educational Institute of the American Hotel and Motel Association, is designed to help train people actually involved in the business of planning and providing facilities for conferences. It will give your students an excellent glimpse into this sector of the tourism industry.

Section 3: Assignment (30 marks)

This assignment is designed to reflect work the students have done in all three activities of this section. Be sure their reports have the three components asked for and that these components show evidence that the students have done the research outlined in the Student Module Booklet.

Mark the reports according to these three criteria:

- content
- organization and clarity
- presentation

You might find the Tourism Studies Career Research Criteria (Tool: TOUCRG) developed by the Curriculum Standards Branch a useful reference in marking this assignment. You should find it under Assessment Tools in your Tourism Studies Guide to Standards and Implementation, or contact the Curriculum Standards Branch.

Final Test

Security
Included here is the answer key to the Final Test and the student's copy of the Final Test. Teachers should keep these secure against unauthorized student access. Students should not have access to the test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

Convenience
The student's copy of the Final Test is designed for photocopying and faxing.

TOURISM STUDIES 205

FINAL TEST ANSWER KEY

Part A: Multiple Choice (30 marks)

1.	C	4.	A	7.	D	10.	C	13.	C
2.	A	5.	B	8.	D	11.	B	14.	A
3.	C	6.	A	9.	A	12.	C	15.	D

Part B: Short-Answer Questions (70 marks)

1. Students should point out all or most of the following beneficiaries:

   - the members of the organization itself
   - businesses in the events-and-conferences sector that directly supply services to the organization holding the meeting—for example, the owners and operators of the facility, any professional planners hired, or any businesses providing entertainment or amusements for conference participants
   - businesses in other sectors of the tourism industry that supply goods and services—such as transportation, accommodation, and food-and-beverage sectors (Look for specific examples.)
   - indirect suppliers to businesses in the tourism industry—for example, dry cleaners and bulk food suppliers
   - the entire community in which the convention is held (Money spent on the conference trickles down to benefit the community at large.)

   The more specific students are in their answers, the better. **(15 marks)**

2. Of course in making the choice of location and facility, a planner must take into account all the usual things—the size and amentities of the facility, the presence or absence of adequate restaurants and entertainment facilities nearby, the availability of transportation to and from—and within—the location, the availability of activities for spouses and partners, and so on.

   Because this will be a conference of rock climbers, a few special considerations should be taken into account. Since there will likely be hands-on workshops and instructional sessions, the location should be close to good climbing areas that are easily accessible from the hotel(s) where participants will be staying. A location in the mountains seems a likely choice. Also, there must be adequate transportation to and from good climbing sites. More, since rock climbers will tend to be young, fit, and active people, more emphasis than usual shoul be put on ensuring that other athletic facilities are available in the area—swimming pools, tennis courts, fitness clubs, and so on. Some students might even point out that because of the sort of participant expected, relatively little attention need be paid to such things as amentities for the elderly or disabled. However, this sort of consideration shouldn't be totally ignored since there's no guarantee that some of the climbers' partners won't need them. **(15 marks)**

3. Planners have to look both at transportation to and from the location and transportation within the area of the conference facility.

   In the former category, it has to be ascertained whether adequate airline connections are available for so many people, and whether shuttle services between the airport and hotel will be sufficient. Also, connections by way of rail and motor coach (inter-city busses) should be investigated. Planners should also ensure that adequate parking is available for participants who have cars.

   In the second category, planners should make sure that car-rental facilities are available as well as adequate taxi and bus services. If participants are expected to move around in groups, shuttle-bus services should be set up. **(10 marks)**

4. Agendas will vary; look for a sensible arrangement of the day. There should be coffee breaks both morning and afternoon and about an hour for lunch—no more, since the group is small and the meal is to be served at the site. The keynote speaker should probably be scheduled first, but the students were given an example in the Student Module Booklet where this happened at the end of the day, so be flexible. **(15 marks)**

5. Note that this question asks for two things; reasons for the popularity of conferences today and identification of the principal sorts of groups that hold them. Conferences are popular for a variety of reasons. Here are a few you should look for:

   - Face-to-face contact is more personal than contact from a distance.
   - When people all get together, they can often solve problems that might otherwise not be worked out.
   - We live in an "information age," and meetings and conferences are one of the best ways of sharing information.
   - Today success in the business world often depends on fast, effective communication; and meetings and conferences are a good way of facilitating this.
   - With new developments coming so quickly, it's important for people to keep up-to-date in their fields. Meetings and conferences help them do this.
   - Today it's easy to travel long distances to attend meetings; this wasn't true in the past.
   - Today there are many large facilities capable of accommodating large meetings and conferences.
   - Conferences and other sorts of large meetings allow people with interests in common to get to know each other better and have some fun. This is good for morale, and it helps people come together to solve problems and share expertise.
   - Conferences help build working networks among people in the same professions or who share similar interests.

   According to the text, the principal sorts of groups most likely to hold large meetings and conferences are

   - associations
   - business corporations
   - government bodies
   - specialty groups **(15 marks)**

TOURISM STUDIES 205

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE **ONE** HOUR TO COMPLETE THIS TEST. Work through the entire test answering the questions you are sure you know. You will then be able to concentrate on the questions of which you are not quite sure.

TOTAL MARKS: 100

PART A: Multiple Choice	30 marks
PART B: Short-Answer Questions	70 marks

Value

PART A: MULTIPLE CHOICE

30 For each of the following select the **best** response. Record your answers on the answer sheet at the end of Part A.

1. A group of paleontologists has gathered for three days for a formal debate on the question of whether or not birds are direct descendants of dinosaurs. This type of meeting could **best** be called

   A. a convention
   B. a workshop
   C. a symposium
   D. a seminar

2. The Canadian Organization of Bungee Jumpers holds a two-day meeting each year in a different Canadian city to discuss their sport, learn more about bungee jumping in workshops, have some fun, and get to know each other better. This type of meeting could **best** be called

   A. a convention
   B. a seminar
   C. a workshop
   D. an exhibition

3. Like other countries, Canada competes for the international convention and conference business. Which of the following is an important factor affecting Canada's success in this area?

   A. Canada has a large marketing budget.
   B. Canada is perceived in other countries as a convention "hot" destination.
   C. Canadian convention facilities are too small for many large conferences.
   D. Canada just doesn't have the ability to deliver a first-class international meeting experience.

4. Which of the following would **not** be a normal responsibility of a convention service company?

   A. to provide facilities for conventions
   B. to conduct on-site planning, organizing, and coordination
   C. to organize convention events
   D. to organize leisure-time activities

5. Convention centres are

   A. large hotels that host conventions
   B. large facilities built specifically to host conventions
   C. major cities that attract a great deal of international convention business
   D. the central area of a building in which a convention is taking place, usually used to house displays

6. The **crucial** factor in selecting a location for a conference is

   A. the objectives of the organization holding the conference
   B. transportation costs
   C. amenities offered by the hotel or convention centre and in the surrounding area
   D. the funding supplied by sponsors of the conference

7. The **first** thing that a planner must do in developing a marketing plan is

   A. figure out the best way to advertise the event
   B. work out a detailed budget
   C. contact promotional experts
   D. find out who the target audience is

8. In creating a budget, which of the following would be classified as a variable expense?

   A. sponsors' donations
   B. registration fees
   C. facility fees
   D. door prizes

9. Which of the following questions would be **least** appropriate on a post-meeting survey given to participants?

   A. Which speakers didn't seem up to the job?
   B. How can the conference be improved?
   C. What did you like least about the conference? Please give your reasons.
   D. Would you attend a similar conference in the future?

10. An entry-level job is

    A. a job working on the ground floor of a hotel or convention centre
    B. the positions filled by a hotel doorman
    C. a job requiring no background experience and minimal training
    D. a job with the security department of a hotel

11. A conference service coordinator works **principally** with

    A. the client or customer
    B. convention/conference planners
    C. delegates to the convention
    D. the concierge

12. An event coordinator

    A. must, above all else, be willing to stick to a set routine
    B. works with facts and numbers but rarely with people
    C. has to be able to pay attention to a vast array of details
    D. works in an entry-level job

13. The events-and-conference sector of the tourism industry

    A. offers more entry-level jobs than most sectors of the industry do
    B. is decreasing in importance as technology makes electronic communication faster and easier
    C. generally requires postsecondary education if a career path is to be followed
    D. operates completely independently from other sectors of the industry

14. Indirect suppliers to the tourism industry are

    A. businesses that supply subsidiary services
    B. suppliers of products that must be shipped through several countries
    C. a part of the travel-trade sector of the industry
    D. none of the above

15. Today in Alberta

    A. tourism is a small but growing industry
    B. very few tourism courses and programs are offered by postsecondary institutions
    C. no convention centres exist, but at least two are being planned
    D. tourism is the third-largest industry

ANSWER SHEET FOR PART A

1. _____	4. _____	7. _____	10. _____	13. _____
2. _____	5. _____	8. _____	11. _____	14. _____
3. _____	6. _____	9. _____	12. _____	15. _____

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

Value

PART B: SHORT-ANSWER QUESTIONS

70 Answer the following questions in sentence and paragraph form.

(15 marks) 1. An Alberta-wide agricultural group is holding a two-day conference in a relatively small town in the centre of the province. Explain who is likely to benefit from this meeting and how. Be as specific as you can.

(15 marks) 2. An organization of rock climbers (along with their spouses or partners) is planning a conference in Alberta, and you've got the job of selecting a location and facility for it. Explain just what you'd look for in making this decision.

(There is more room for your answer on the next page.)

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

(10 marks) 3. Explain some of the important factors that a planner must consider when looking into the transportation options available at a large conference in a major centre.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(15 marks)

4. A group of about fifty canoe and kayak enthusiasts is planning a one-day conference. Lunch will be served at the conference site. There will be a keynote address and three general sessions of an hour each; the topics and speakers are as follows:

   - The Nahanni River by Canoe—Ms. Nadine Vandenberg
   - Building Your Own Cedar-Strip Canoe—Mr. Lorne Wagner
   - Sea Kayaking on the West Canal—Ms. Sonia Kruger

   As well, a block of time is to be set aside for small, less formal sessions on a variety of topics.

   Work out a reasonable agenda for this conference, complete with times, meals, and breaks.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

(15 marks) 5. Explain why large meetings such as conferences are so popular today and identify the principal sorts of groups most likely to hold them.

Name of Student _____ Student I.D. # _____

Name of School _____ Date _____

TEACHER QUESTIONNAIRE FOR MEETINGS AND CONFERENCES (TOU 205)

This is a course designed in a new distance learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated, as future course revisions can then incorporate any necessary improvements.

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The course follows a definite systematic design. Did you find it easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

2. Did your observations reveal that the students found the design easy to follow?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

3. Did you find the Learning Facilitator's Manual helpful?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

   ❑ Yes ❑ No If no, explain.

   _____

   _____

5. The Learning Facilitator's Manual contains answers to the questions in the Assignment Booklet and a sample test. Did you find these helpful?

❑ Yes ❑ No If no, explain.

_____

_____

6. Did the Follow-up Activities prove to be helpful?

❑ Yes ❑ No If no, explain.

_____

_____

7. Were students motivated to try these Follow-up Activities?

❑ Yes ❑ No If no, give details.

_____

_____

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

❑ Yes ❑ No Comment on the lines below.

_____

_____

9. Were the assignments appropriate?

❑ Yes ❑ No If no, give details.

_____

_____

10. Did you fax assignments? ❑ Yes ❑ No

11. If you did fax, did you get satisfactory results from using this procedure?

❑ Yes ❑ No If no, give details.

_____

_____

Instruction

1. Did you find the instruction clear?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

2. Did your observations reveal that the students found the instruction interesting?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

3. Did you find the instruction adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

4. Was the reading level appropriate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

5. Was the work load adequate?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

6. Was the content accurate and current?

   ❑ Yes ❑ No If no, give details.

   _____

   _____

7. Did the content flow consistently and logically?

❑ Yes ❑ No If no, give details.

_____

_____

8. If applicable, was the transition between print and other media smooth?

❑ Yes ❑ No If no, give details.

_____

_____

Additional Comments

_____

_____

_____

_____

_____

_____

_____

_____

Thanks for taking the time to complete this survey. Your feedback is important to us.

Fax Number: 674-6686

Instructional Design and Development
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T7N 1P4

Note: Please ensure that each of your students has completed and forwarded a copy of the Course Survey.

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